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ABSTRACT

Information presented in this report includes basic statistics for fiscal year 1977, participation trends, instructional impact, expenditures and staffing patterns, parent involvement, and five-year trends. The first ranked areas of instruction in the Title I program was reading, and the second was mathematics. A third significant instructional area was preschool education. Title I participants made significant achievement gains in both reading and mathematics. Parent advisory councils were an integral part of this Title I program. (Author/AM)

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Title I in Ohio

12th ANNUAL EVALUATION
TITLE I, ELEMENTARY AND SECONDARY
EDUCATION ACT

Fiscal 1977

ED152946

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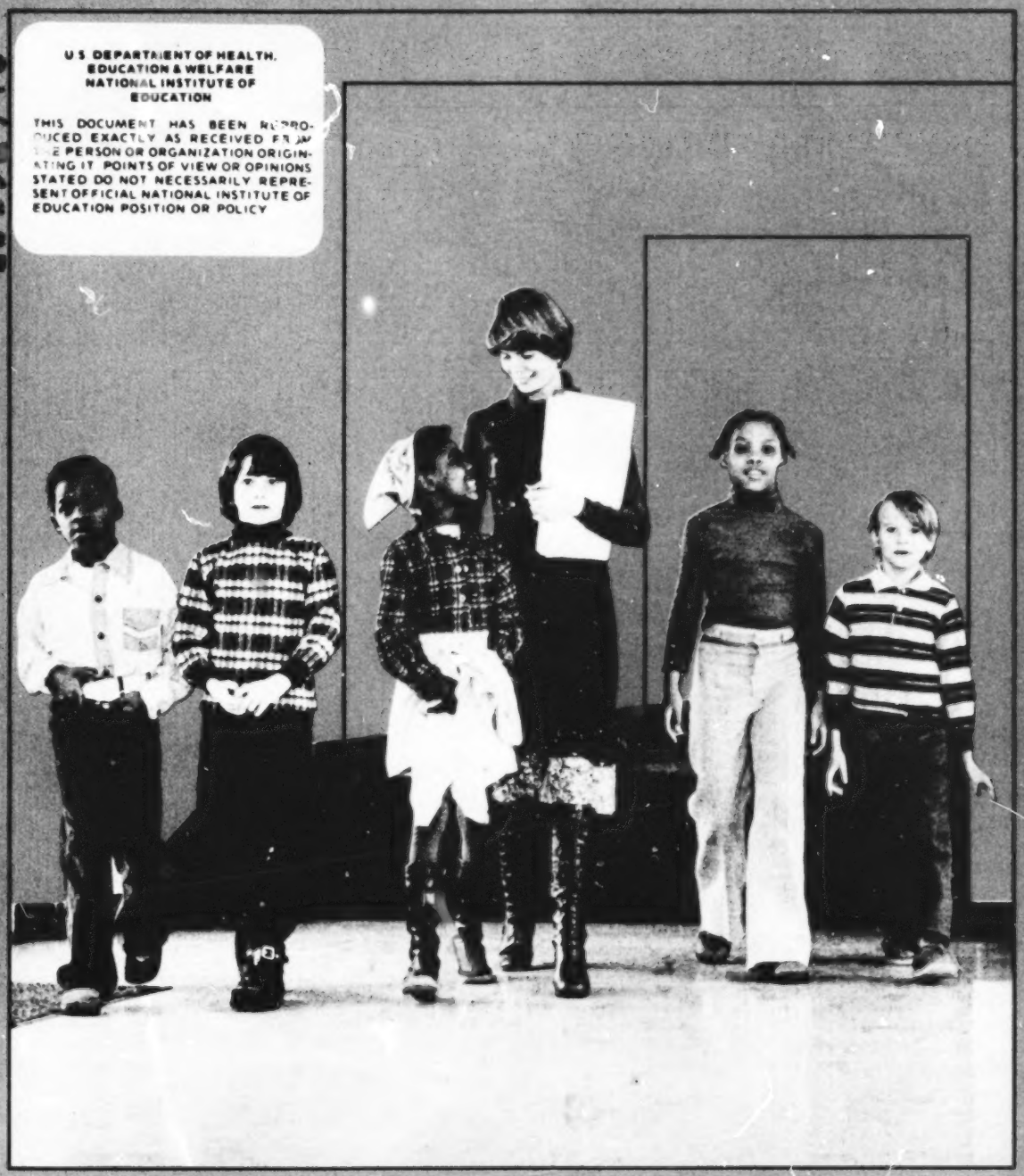

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Title I in Ohio

12th Annual Evaluation
Title I, Elementary and Secondary Education Act
Fiscal 1977

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Title I Helps Children

This 12th annual report provides a summary of recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes basic statistics for fiscal 1977 (the 1976-77 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Title I, the largest component of the Elementary and Secondary Education Act, authorizes a federally funded compensatory program for educationally disadvantaged children living in areas with high concentrations of low-income families. The legislation directs that priority educational needs of children in qualified attendance areas be identified and local programs designed to provide appropriate supplemental instruction.

Reading for younger children is usually identified as the most crucial area of need. Participants are students who score at or below the 33rd percentile on a standardized achievement test. First priority for instruction is given to children most in need of additional help.

The usual procedure is for groups of 4 or 5 students to leave their regular classroom for 30 to 50 minutes a day and meet with a Title I teacher in a separate room. Instruction is geared to a level where each child can be successful.

Two other areas in which an instructional boost is sometimes provided through Title I are mathematics and preschool education. Mathematics instruction is usually conducted in a small group setting similar to that for reading. In a few instances, the district may elect to provide extended-day kindergarten or preschool education for children under six.

No matter what subject areas are given the highest priority for Title I instruction, the common denominator for all Ohio schools is helping children become competent students.

Fiscal 1977 Basic Statistics

Statistics on district participation, scheduling patterns, student participation, and expenditures provide an overview of fiscal 1977 activities.

School District Participation	
Districts in Ohio	617
Districts participating in Title I	599

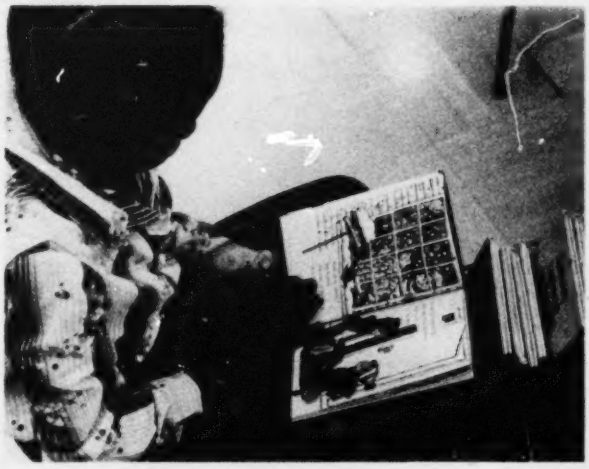
Scheduling Patterns	
Districts with regular term activities only	574
Districts with summer term activities only	3
Districts with both regular and summer term activities	22

Student Participation	
Participants in regular term activities only	115,803
Participants in summer term activities only	3,791
Participants in both regular and summer term activities	5,450
Total students participating in Title I activities	125,044

Expenditures of Title I Funds	
Regular term expenditures, fiscal 1977 funds	$42,389,152
Regular term expenditures, 1976 carryover funds	11,103,243
Summer term expenditures, fiscal 1977 funds	697,404
Total expenditures during fiscal 1977*	54,189,799

*An additional $2,395,192 was provided through Public Law 81-874, as amended, for services to children residing in approved low-rent housing projects.

Average Per Student Expenditures	
Regular term participation only	$441
Summer term participation only	75
Both regular and summer term participation	516



Instructional Areas

School districts overwhelmingly assign top priority to reading instruction. In fiscal 1977, over 105,000 students were involved during the regular term and more than 8,000 during the summer.

The second ranked area of instruction is mathematics. Over 11,000 students received mathematics instruction during the regular term and 6,500 during the summer term.

A third significant instructional area is preschool education. As noted below, over 5,000 youngsters were involved during the regular term.

Percentages of participants involved in each instructional area provide a perspective beyond that of numbers. For example, of the 121,253 regular term participants, 87 percent received reading instruction. During the summer term, 89 percent of the 9,241 participants were involved in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 9 percent were involved in the regular term while 70 percent participated in the summer.

Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 121,253 Participants	Participants in Area	Percent of All 9,241 Participants
Reading	105,211	87%	8,188	89%
Mathematics	11,129	9	6,513	70
Preschool education	5,322	4	273	3
Other*	893	1	248	3

*Tutorial, special education, and vocational education

Student Participation

Nearly all Title I activities in Ohio are conducted during the regular term and most are directed toward serving children in grade one through grade four. The 596 school districts providing Title I instruction during the regular term served 121,253 students. The 25 districts having summer term instruction served 9,241 students. Of these students, 5,450 participated both terms.

The grade level with the most participants was grade two with 24,973 students. Grade one and grade three ranked second and third with 22,657 and 20,345 students respectively.

Very few school districts provide Title I services at the junior high or senior high school level. On a combined basis, 5,054 or only 4 percent of all participants in fiscal 1977 were in grade seven or above.

All Title I Students						
Grade Ranges	Regular Term				Either or Both Terms	
	Participants	Percent	Participants	Percent	Participants	Percent
Preschool	5,085	4%			5,259	4%
Kindergarten	7,375	6			7,699	6
Grade 1	21,924	18			22,657	18
Grade 2	24,386	20			24,973	20
Grade 3	19,879	16			20,345	16
Grade 4	16,755	14			17,364	14
Grade 5	12,101	10			12,555	10
Grade 6	8,894	8			9,138	8
Grade 7	2,716				2,771	
Grade 8	1,440				1,492	
Grade 9	276	4			322	4
Grade 10	248				279	
Grade 11	111				121	
Grade 12	63				69	
Totals	121,253	100%			125,044	100%

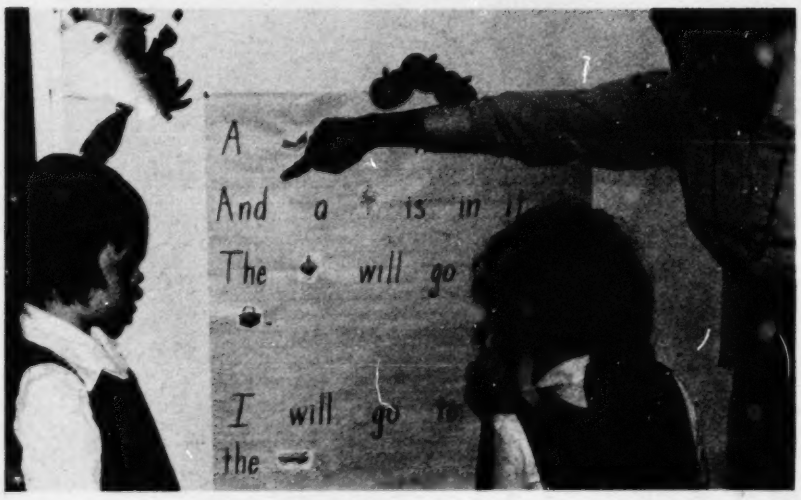
Nonpublic students who meet the selection criteria and who reside in qualified attendance areas are considered for Title I participation. In fiscal 1977, a total of 5,460 nonpublic students received Title I instruction during the regular term. During the summer term, the number was 693. Of these students, 412 participated both terms.

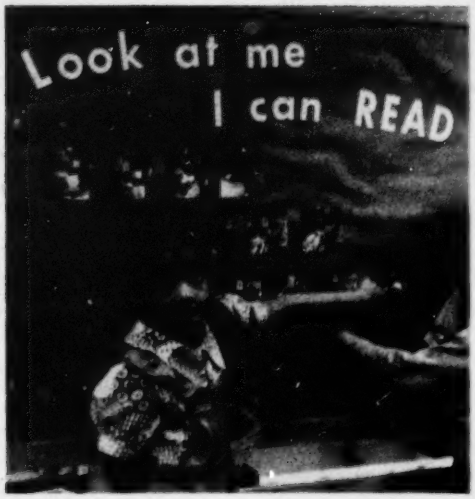
Nonpublic Students				
Grade Ranges			Summer Term	
	Participants	Percent	Participants	Percent
Kindergarten-Grade 3			352	51%
Grades 4-6			269	39
Grades 7-12			72	10
Totals			**693**	**100%**

Districts receive extra Title I dollars to help students in homes for orphaned, neglected, and delinquent children. In fiscal 1977, a total of 1,828 such students were involved during the regular term and 520 during the summer term. As the table indicates, nearly two-thirds of these students were in grades seven through twelve.

Attention is also called to the fact that 1,145 of all 4,854 regular term participants in grades seven through twelve were orphaned, neglected, or delinquent. During the summer term, the only secondary participants were the 342 orphaned, neglected, or deliquent students.

Orphaned, Neglected, Delinquent Students				
Grade Ranges			Summer Term	
	Participants	Percent	Participants	Percent
Kindergarten-Grade 3			58	11%
Grades 4-6			120	23
Grades 7-12			342	66
Totals			**520**	**100%**





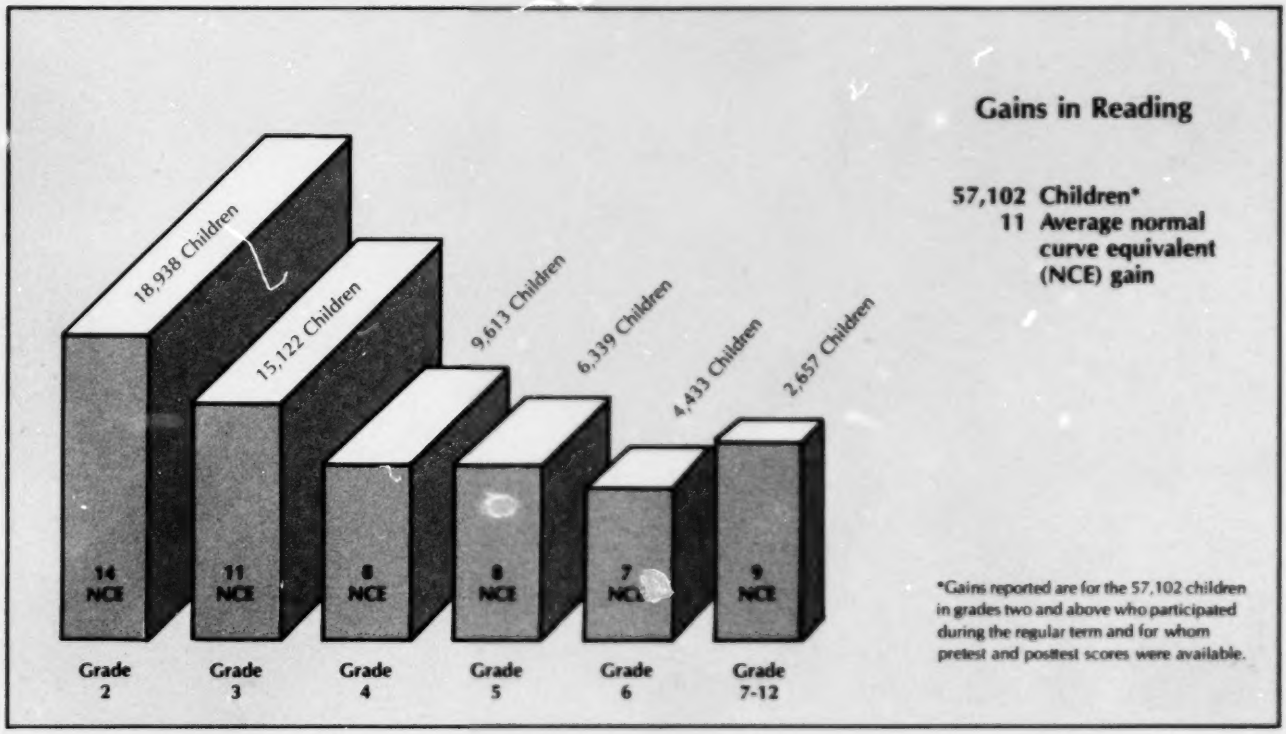
Impact of Reading Instruction

To evaluate the effectiveness and impact of Title I reading instruction, local schools use standardized tests to check students' skills when they begin instruction and again when instruction ends. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting, which was developed for the U.S. Office of Education by the RMC Research Corporation, is especially designed to measure academic gains which can be attributed to extra instruction provided by Title I. Fiscal 1977 was the first year for reporting results in NCEs.

To interpret the data in the graph, the reader should understand the following:

- This new evaluation model is designed for students in grade two and above. Younger children are tested when instruction begins and ends, but NCE gains below grade two are not included in this report.
- All test scores are converted to NCEs. Gains for grades two through twelve have been composited to the state level. In the graph, the height of each bar represents NCE gains. The depth represents the number of children for whom NCE gains were reported.
- Scores are reported for only those students who take both the pretest and the posttest. The gains in reading are from 57,102 sets of scores, or 66 percent of all regular term participants in grades two through twelve. The other 34 percent were not tested twice, in most cases because they moved in or out during the year or were absent when the posttest was administered.
- With only regular classroom instruction, the child would be expected to maintain a zero rate—that is, make no NCE gains relative to their position with other children in the class.
- *With extra Title I instruction, a gain of 7 NCEs is considered significant.* As the graph indicates, second graders in Ohio who received extra instruction in reading advanced at twice this rate. Gains for all grades were 7 or more.



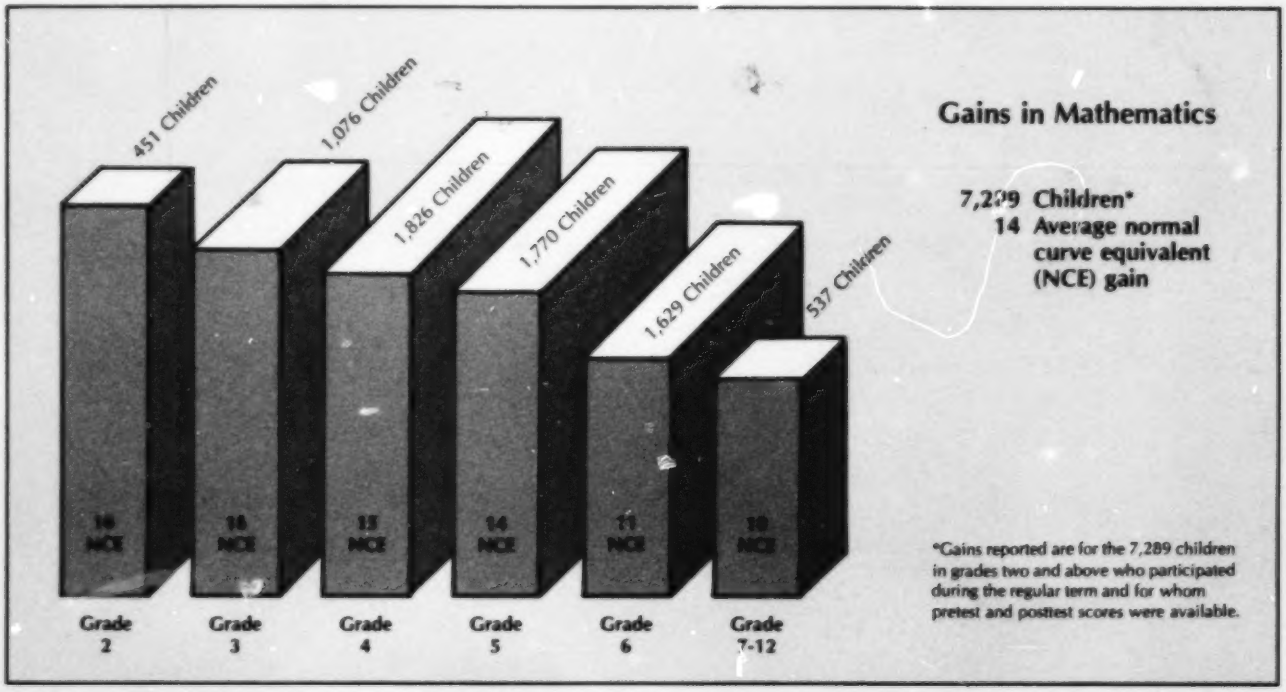
Impact of Mathematics Instruction

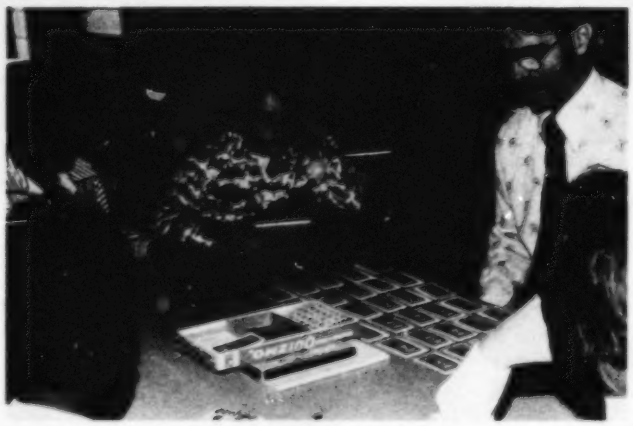
Results on standardized tests are also used to evaluate the effectiveness of Title I mathematics instruction. Data for 7,289 sets of test scores, or 65 percent of all regular term participants in the mathematics area, were reported and converted to NCE gains. The system for reporting is the same as that used for reading.

As gains in mathematics are studied, keep in mind that there were only 11,129 regular term participants in this area compared with 105,211 in reading.

Note that participants in grades two through five averaged gains above 14 NCEs or twice that considered significant by the U.S. Office of Education and the developers of the evaluation model. Gains for grade six and secondary students averaged 11 and 10 respectively.

These gains in mathematics, along with those in reading, are even more significant in light of Ohio's policy of limiting Title I participation to children who score at or below the 33rd percentile on a standardized test.





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Expenditure Patterns

People trying to understand the size and scope of Title I want to know when and how the money is spent.

In Ohio nearly all expenditures are made during the regular school year. Only one percent is used to provide instruction during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is especially obvious. Expenditures during the summer term are more diversified, but a percentage increase is noticeable for mathematics. One reason is that the same student often receives help in reading and mathematics during the summer.

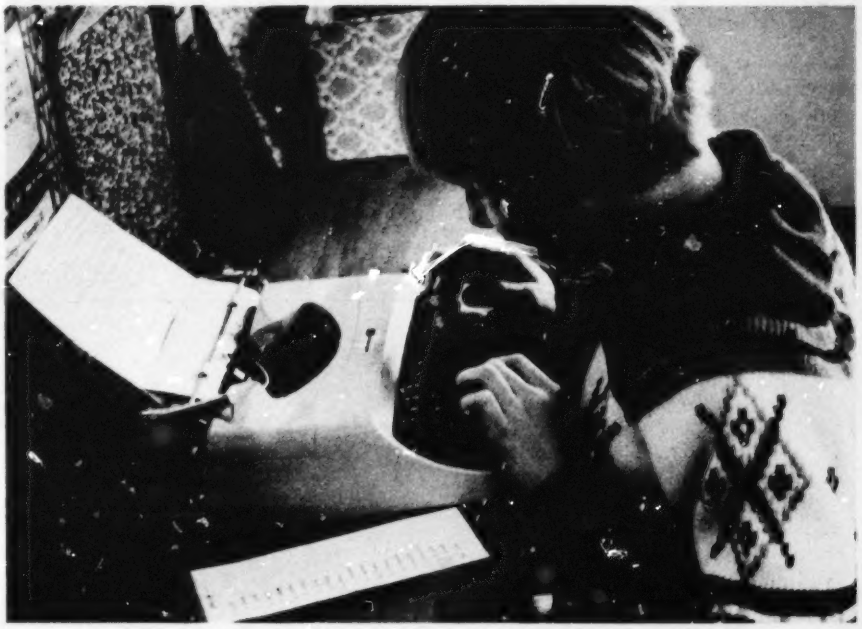
Instructional Areas	Regular Term		[illegible]		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Reading	$43,423,609	81%	[illegible]		$43,893,968	81%
Mathematics	5,015,587	9	[illegible]		5,156,848	10
Preschool Education	4,289,899	8	[illegible]		4,347,875	8
Other*	763,300	2	[illegible]		791,108	1
Totals	**$53,492,395**	**100%**	[illegible]		**$54,189,799**	**100%**

*Tutorial, special education, and vocational education

Expenditures can also be categorized by their use for salaries, materials, supplies, equipment, and supportive services. By far, the most money is used for salaries and related costs. In contrast, less than one percent is used for equipment.

During the regular term, 94 percent of the money was used for salaries and related costs, including inservice education. The percentage of money used in this category during the summer term dropped to 89.

When combined for the year, 94 percent of all expenditures were in the salary category. As indicated on the following page, most of this money was used to employ teachers, aides, and tutors who worked directly with children.



Function Areas	Regular Term		[illegible]		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Salaries and Fringe Benefits	$50,245,319	94%	[illegible]		$50,868,937	94%
Materials, Supplies, and Equipment	1,360,929	3	[illegible]		1,401,682	3
Supportive Services	1,886,147	3	[illegible]		1,919,180	3
Totals	**$53,492,395**	**100%**	[illegible]		[illegible]	[illegible]

Staff Positions

Ninety-four percent of all regular term expenditures and 89 percent of all summer term expenditures were for salaries and related costs. Who were these persons and what services did they provide students? An overview of staff positions for fiscal 1977 provides a general answer to this question.

A total of 3,348 teachers—either full-time or part-time—were employed during the regular term and 661 worked during the summer. Each regular term teacher meets with an average of 31 students per day, while a summer term teacher helps an average of 15.

Title I teachers are sometimes assisted by aides or tutors. In 1977, a total of 1,187 aides and tutors assisted Title I teachers during the regular term. In the summer, 67 served in similar staff positions.

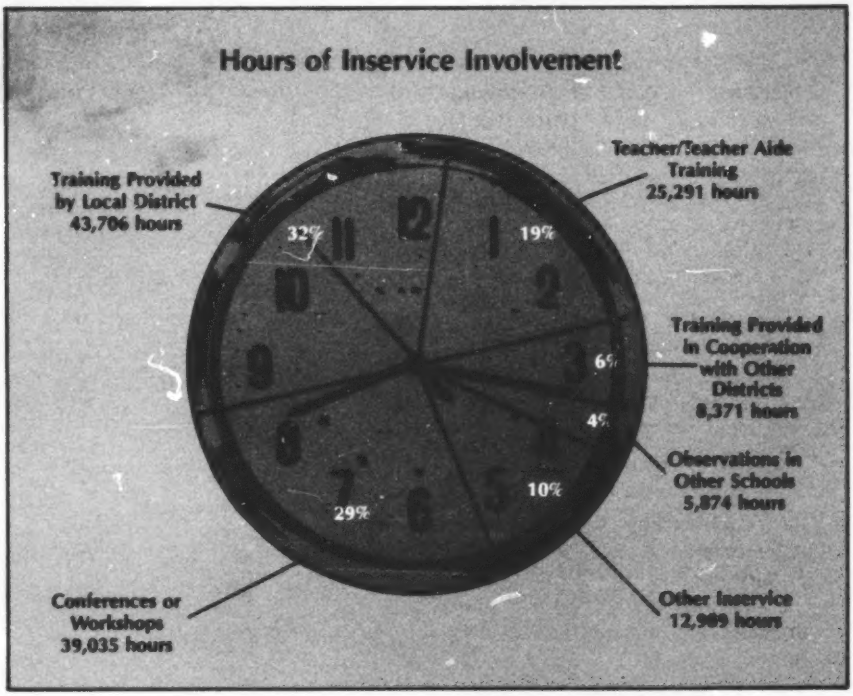
During the regular term 92 percent of the full-time equivalent positions were filled by teachers, aides, and tutors working directly with children. In the summer—when more supportive staff must be provided—77 percent of the positions were filled by teachers, aides, and tutors.

Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers	2,526	822	2,863	630	31	645
Teacher aides	999	188	1,113	64	3	65
Tutors	55	348	133	95	22	96
Coordinators	34	203	72	33	8	35
Supervisors	23	30	34	5	5	7
Directors	4	42	16	6	2	7
Psychologists	7	10	10	5	2	5
Social workers	11	7	15			
Counselors	4	9	5	2		2
Speech therapists	5		5	4	3	6
Secretaries	64	180	105	86	3	86
Other supportive	68	241	96	53	83	87
Totals	3,800	2,080	4,467	983	162	1,041

Inservice Education

Inservice education is important for Title I staff members. In most instances, training is provided by the local district. In some counties and several multi-county areas, districts work together to provide more comprehensive inservice education.

In fiscal 1977, staff members spent a total of 135,266 hours in some form of inservice education. Note that 6 percent of these hours were spent in training provided in conjunction with other districts. This is up 2 percent from 1976 and the trend toward cooperation is expected to increase in the future.



Parent Advisory Councils

Current Title I regulations require each school district to have a districtwide Title I parent advisory council. If Title I instruction is provided in more than one building, separate building councils are also required.

The size of the districtwide council ranges from about 10 to over 100, depending on the number of children receiving Title I instruction. A majority of the council members must be parents of children currently meeting the selection criteria for Title I participation. Other members include parents of children who participated in previous years, community agency representatives, and other interested persons.

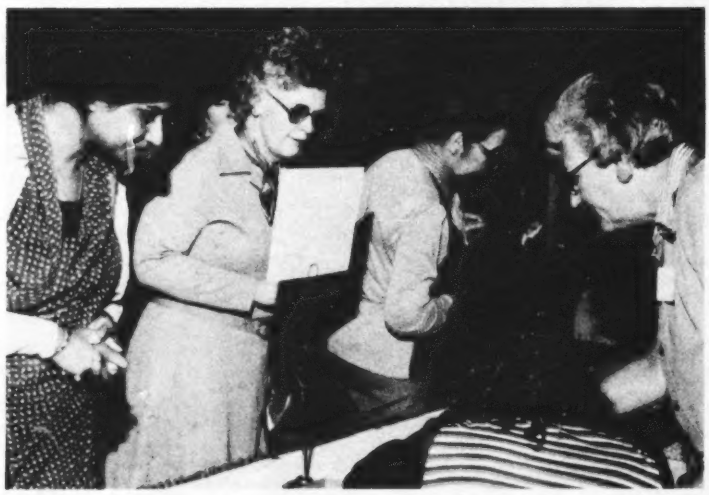
Involvement of parents in an advisory role significantly increases the effectiveness of Title I. Council members review applications prior to annual submission to the state department of education, make recommendations for improving Title I activities as they relate to the needs of children, and continue to serve throughout the year in a variety of ways. Typical roles include working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers within the school.

During fiscal 1977, a total of 1,985 districtwide council meetings were held in the 599 school districts receiving Title I funds. Membership totaled 8,911 persons.

Another 5,433 meetings were held at the building level. Membership totaled 16,645.

Council Membership	District-Wide	Building-Level
Parents of public school participants	[illegible]	14,204
Parents of nonpublic participants	[illegible]	822
Parents of eligible but unserved children	[illegible]	701
Community representatives, other interested persons	[illegible]	918

In addition to local meetings, parent advisory council members are encouraged to organize and attend countywide or multidistrict meetings. A two-day statewide meeting was held in Columbus in May, 1977. For this event, parent representatives from various school districts helped with planning and served as presenters and chairpersons.



Other Parent Involvement

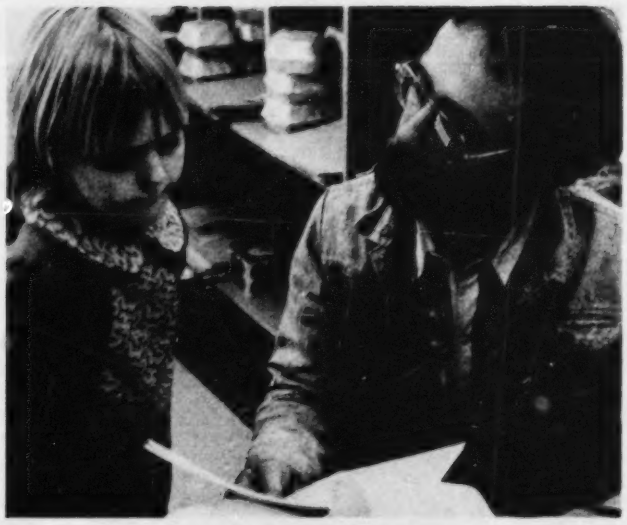
Parent involvement in Title I extends far beyond advisory council membership.

Parents of all Title I participants are encouraged to meet with Title I teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

Parents (whether council members or not) frequently visit their own child's Title I class, help make instructional games for use at school or at home, attend meetings with guest speakers, and help out as volunteer tutors, storytellers and monitors.

Teachers also visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

Type of Involvement	Parents
Individual conferences with Title I staff members	76,401
Classroom visits by parents	10,241
Group meetings (in addition to council meetings)	28,969
Home visits by Title I staff members	19,151
Title I planning (noncouncil members)	8,534



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Fiscal 1977

[illegible] is working in Ohio! Evaluation data gathered annually in local school districts are compiled at the state level closely [illegible] this conclusion. The following list provides supportive evidence and a summary of Title I operations during fiscal 1977.

- Of Ohio's 617 school districts, 97 percent conducted Title I instructional programs.
- Local school districts spent $46,189,799 to provide Title I instruction and supportive services for 125,044 educationally disadvantaged children.
- Most Title I activities occurred in the regular school term, during which 97 percent of the participants received instruction and 99 percent of all expenditures were made.
- Of the students receiving Title I instruction during the regular school term, 86 percent were in grade six or below. The greatest concentration of pupils, 68 percent, was in grade one through grade four.
- A total of 5,460 nonpublic school pupils received Title I instruction during the regular term and 693 received summer term instruction.
- Orphaned, neglected, and delinquent children receiving Title I instruction totaled 1,828 in the regular term and 520 in the summer.
- Due to the level of funding, only 31 percent of the students meeting the selection criteria were served.

Summary

- Highest priority for Title I services is given to reading. Eighty-seven percent of all regular term participants and 89 percent of all summer term participants received instruction in this area.
- Title I participants are making significant achievement gains. Students receiving extra instruction in reading gained an average of 11 NCEs (the normal curve equivalent unit of measure especially designed to measure Title I progress). Students receiving mathematics instruction gained an average of 14 NCEs. (A gain of 7 is considered significant.)
- Eighty-one percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and preschool education, with 10 and 8 percent respectively.
- Ninety-four percent of all expenditures for the year were for staff salaries and related fringe benefits.
- School districts hired 2,863 teachers, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, districts hired 645 teachers on a full-time equivalent basis.
- Title I teachers and supportive personnel spent 135,266 hours in inservice education sessions. For the average employee, this amounted to 25 hours.
- Parent advisory councils are an integral part of Title I. A total of 8,136 parents served on districtwide councils and 15,026 were on building-level councils.

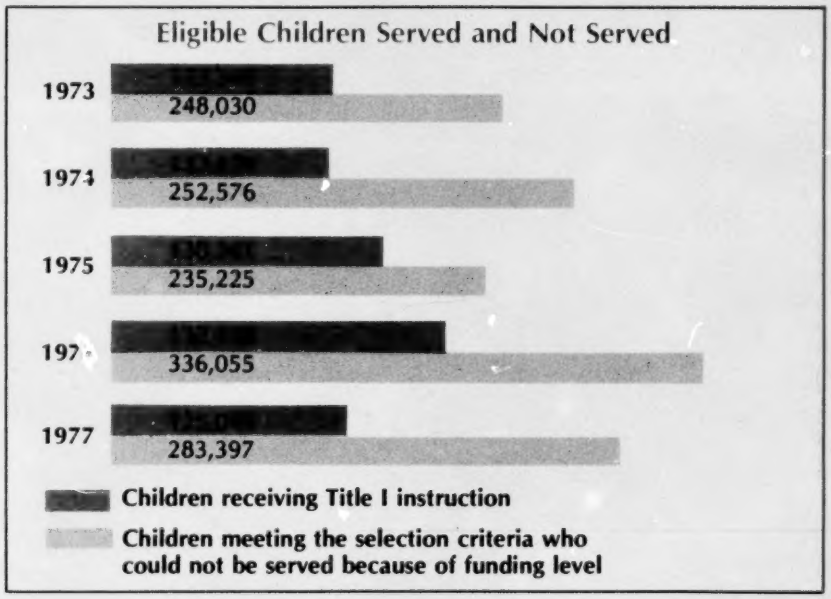
Five-Year Trends

During the past five years, Ohio school districts have received over 247 million dollars to provide Title I instruction and related supportive services. This was sufficient money to serve an average of 127,000 children each year, but not nearly enough to help thousands of other children eligible for Title I participation. In fiscal 1977, only 31 percent of all eligible children in kindergarten through grade 12 were served.

The state's grant award for 1977 was increased by about two million dollars over that for 1976. However, primarily because of inflation and greater concentration of services, the number of children receiving services decreased by 6 percent.

As explained elsewhere in this report, each local district assesses the instructional needs of all children eligible for Title I. Because of the level of funding, priorities are set and participants selected accordingly. Emphasis is placed on instruction for selected children rather than a little something for all children.

Significant academic gains have been made each year by thousands of children in Ohio who received extra instruction in reading and mathematics. However, direct comparisons for five years are impossible since gains for 1973-1976 were measured on improvements per month of instruction and gains for 1977 were, as recommended by the U.S. Office of Education, measured in normal curve equivalents (NCEs).



Ned hasn't set the world on fire, but he has started some smoke.
With encouragement and individualized instruction, children find the path to success.
What Title I Teachers Say
Gain for most of my students was especially noticeable in the area of comprehension.
I only wish there was enough money to help more borderline children.
Jackie is now a success seeker rather than a failure avoider.
What Students Say
Be sure to put me on next year's list. I do lots better with your help.
I want to stay in Title I forever and ever.
I used to feel dumb. Now, I feel smarter and can read in front of the class.
If you say yes (to Title I participation), I'll be the happiest girl in the world.
If fourth grade is too hard, will you help me again?
What Parents Say
You realize it's worth every penny to keep Title I in force when your child finally learns to read.
I'm a great fan of Title I. Just meeting other parents with a similar situation has helped greatly.
I didn't want my child in a special class at first, but I soon saw progress. Keep him as long as he needs it.
Danny needs the quiet, structured learning atmosphere provided by Title I.
What Classroom Teachers Say
Title I children learn to go ahead on their own. They read directions and can usually follow them.
Title I reading is a vital part of our total curriculum.
Scott's new zeal for reading can be attributed to Title I.
Title I helped David make a complete turnaround during the year.